

**Texas Education Agency
Standard Application System (SAS)**

2018–2020 School Transformation Fund - Implementation		
Program authority:	P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)	FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAY 29 PM 3:17 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	July 9, 2018 to July 31, 2020	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	<small>Place date stamp here.</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAY 29 PM 3:17 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Galveston ISD	084902	Moody Early Childhood Center	
Vendor ID #	ESC Region #	DUNS #	
	4	079397204	
Mailing address	City	State	ZIP Code
P. O. Box 660	Galveston	TX	77553-

Primary Contact

First name	M.I.	Last name	Title
Kelli		Moulton	Superintendent
Telephone #	Email address		FAX #
409-766-5121	kellimoulton@gisd.org		

Secondary Contact

First name	M.I.	Last name	Title
Annette		Scott	Assistant Superintendent C & I
Telephone #	Email address		FAX #
409-766-5122	annettescott@gisd.org		

Part 2: Certification and Incorporation

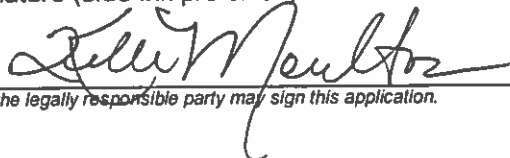
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Kelli		Moulton	Superintendent
Telephone #	Email address		FAX #
409-766-5121	kellimoulton@gisd.org		

Signature (blue ink preferred)

Date signed



Only the legally responsible party may sign this application.

701-18-112-009

Schedule #1—General Information

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	For Partnership Implementation models (P2 Partnership and IMO Partnership), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882.
8.	For New School Implementation models (Reset and Fresh-Start) and Redesign , the applicant provides assurance that the necessary operational flexibility (such as staffing, calendars, time, and budgeting) will be provided to campus leadership and the school transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
9.	For Reset , the applicant provides assurance that the campus will have new school leadership and instructional staff.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Moody Early Childhood Center (MECC) vision is to give every Galveston child the opportunity to soar. With its highly qualified staff, committed volunteer board, and stimulating, fun, safe learning environment, MECC offers all Galveston children from newborn through age 3 the opportunity to experience developmentally appropriate learning so that they are on target to reach their full potential. The goal of MECC is to have every child enter kindergarten ready to succeed in school and in life.

MECC will operate on a year-round basis, providing school year, summer, and extended day programs for Galveston ISD (GISD) students. It is the explicit intent that MECC will provide educational opportunities for a cross-section of Galveston youth.

MECC will provide Galveston's youngest learners a safe and nurturing environment; developmentally appropriate programs, materials, and curricula; and educational enrichment that will prepare them for academic success. MECC will cultivate dynamic and participatory learning that will enable children to experience a high level of progress, especially in the area of language and communication, cognitive development and emergent literacy.

MECC implements results-based learning methods in an innovative, groundbreaking model for early childhood education. MECC has based its PreKindergarten program on research to maximize the effectiveness for all students. The National Institute for Early Education Research (NIEER) finds that students involved in full day preschool programs did significantly better in mathematics and literacy than those exposed to only a half day program. MECC will operate the PK3 program as a full day program, using Galveston ISD's partnership with Head Start as a structural model for the school day. To assist the children in overcoming any educational gaps, MECC has chosen to align the curriculum with the district by implementing *Frog Street* in all the classrooms, infants through PreK 3.

MECC uses Frog Street Infant to Three Year Old program. The program is focused on scientifically based research for childhood development. *Frog Street Threes* provides intentional instruction in key areas of development so children ages 36-48 months can effectively continue on the path to kindergarten readiness. Key components include:

- Easy-to-use activities developed around early brain development research.
- Well-rounded scope of activities that address all developmental domains.
- Intentional instruction that optimizes key windows of opportunity for growth and development.
- Social and emotional emphasis featuring Dr. Becky Bailey's Conscious Discipline®.
- All materials are available in English and Spanish.

To further the students' knowledge, MECC recently received a grant for the Early Explorer STEAM curriculum written by Rice University that will further the children's interest and knowledge of science, technology engineering, art, and math concepts utilizing aligned literature. Students will be assessed using monthly developmental checklists and the CIRCLE Progress Monitoring System and Classroom Assessment Forms designed by the Children's Learning Institute and aligned to the PK Guidelines.

In addition, MECC understands that a student's success can be bolstered, not only by early intervention, but also by family and community engagement. MECC employs Family Advocates who assist in accessing resources, meeting at least monthly with families to undertake goal setting, education referrals, job training. MECC offers programs to assist parents in developing their personal skills. MECC parents have attended classes on Positive Discipline, Incredible Years, Financial Literacy, Mom-to-Mom Talks, Fatherhood Initiative to name a few. In addition MECC has a Master Counselor to assist students and families during rough transitional periods. The counselor works with the students,

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

teachers, and parents to assist the children in their classroom success. Community involvement also plays a critical role in ensuring that MECC families receive the services they need. MECC has active partnerships with University of Texas Medical Branch, Resource Crisis Center, Urban Strategies, Galveston Urban Ministries, Family Crisis Center, and the Galveston Diaper Bank. These community partners actively work with MECC staff and families to fill any needs that they may have.

PreKindergarten enrollment requirements are established to ensure that the most at-risk children are eligible to participate in the program. Students qualifications include at least three years of age on or before September 1st of the current year and

- Is unable to speak or comprehend the English language; or
- Is educationally disadvantaged;
- Is homeless, as defined by 42 U.S.C. Section 1143a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child; or
- Is the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve armed forces, who was injured or killed while serving on active duty; or
- Is or has ever been in the conservatorship of the department of Family and protective Services (foster care) following an adversary hearing held as provided by Section 252.201, Family Code; or
- Is the child of a person eligible for the Star of Texas Award as: a peace officer under Section 3106.002, Government Code; a firefighter under Section 3106.003, Government Code; or an emergency medical first responder under Section 3106.004 Government Code.

According to the state TPEIR report, in 2016-2017, Galveston ISD served 423 students in PreK 3 and PreK4 —401 (95%) qualified as Economically Disadvantaged; 7 students (2%) qualified for Special Education services; 133 (31%) qualified for the Bilingual Education program and 107 students (25%) qualified as homeless. Galveston ISD is a district that provides parents with choice options. Many of the students from MECC attend **Coastal Village Elementary School** which has been in **Improvement Required** for two consecutive years. Ninety percent (90%) of Coastal Village Elementary students are economically disadvantaged and 66% are at-risk.

MECC, as a valuable Innovative Management Operational (IMO) Partnership, is a viable option for preparing the youngest learners within the Galveston Community so that they can transition into Galveston ISD elementary schools ready for the next level of learning. Moody Early Childhood Center was founded to ensure that Galveston children, regardless of their families' economic status, enter kindergarten prepared to succeed. Presently, only 33% of Galveston Island child approaching the doors of their Kindergarten classrooms have the skill sets they need to begin their public-school education. Accepting enrollment for children as young as six weeks, aligning infant and toddler curriculum with the PreK curriculum, training teachers in research based best early childhood practices, supporting families who need assistance to make certain their children are successful are fundamental beliefs of MECC. **MECC has its own governing board of directors** who provide leadership and oversight for the early learning center. Galveston ISD believes that Galveston parents deserve this IMO partnership as a choice option.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 084902			Amendment # (for amendments only):		
Program authority: P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)					
Grant period: July 9, 2018 to July 31, 2020			Fund code: 211		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$20,000	\$70,000	\$90,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$430,000	\$	\$430,000
Schedule #9	Supplies and Materials (6300)	6300	\$136,943	\$	\$136,943
Schedule #10	Other Operating Costs (6400)	6400	\$67,500	\$	\$67,500
Schedule #11	Capital Outlay (6600)	6600	\$250,000	\$	\$250,000
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$904,443		\$974,443
5.169% indirect costs (see note):			N/A	\$25,557	\$25,557
Grand total of budgeted costs (add all entries in each column):			\$904,443	\$95,557	\$1,000,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 084902			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director	1	1	\$70,000
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				
16				
17				
18				
19				
20				
Other Employee Positions				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$20,000
26	6119	Professional staff extra-duty pay		\$
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$90,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 084902		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions)	\$200,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$200,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 084902		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$136,943
Grand total:		\$136,943

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 084902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$67,500
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$67,500

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19	Infant /Toddler Equipment		\$	\$250,000
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$250,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	140	70%	
Limited English proficient (LEP)	20	10%	
Disciplinary placements	NA	%	
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	5	71%	The majority have less than 5 years
6-10 Years Exp.	2	29%	
11-20 Years Exp.	0	%	
20+ Years Exp.	0	%	
No degree	0	%	
Bachelor's Degree	7	100%	
Master's Degree	0	%	
Doctorate	0	%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☐ Public ☒ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
200	0	0	0	0	0	0	0	0	0	0	0	0	0	200

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
7	0	0	0	0	0	0	0	0	0	0	0	0	0	7

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Schedule #13—Needs Assessment

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Representative Board Members at Moody Early Childhood Center along with the District Leadership Team have engaged in planning groups to determine what can be done to ensure that students matriculating to Galveston ISD elementary schools have every available resource and opportunity to obtain an excellent education. Multiple data sources have been used to help make preliminary decisions about redesigning the school. Community stakeholders participated in the development of a needs assessment which was used to create a Transformation Plan. Data that were included as part of the review included the District's elementary performance data, student outcome goals established by the GISD board, parent and student surveys, teacher surveys, Curriculum Based Assessments, Campus Improvement Plans, teacher observations, walkthrough feedback, and professional learning experiences and feedback.

Three years of data reveal the constant struggle of the school to move student performance at Coastal Village Elementary which is a PreK 4 – through grade 4 campus. The accountability rating for CVE for the last three years has been **Improvement Required**. In order to rectify this situation along with the possibility of strengthening other elementary schools, the District partnered with Moody Early Childhood Center to create an early learning center to ensure that students would start PreK 4 on solid footing.

Recognizing that young learners were eager learners, the Board began to engage in conversations with representatives from Moody to talk about creating an early childhood learning center so that no student in Galveston ISD would have to attend a failing school. District leaders, school board members and representatives from began to research successful early childhood programs. The Director of Facilities provided floor plans for one of the existing schools in the District. Much discussion and consideration emerged on how to best use the available site to convert it to an infant, toddler and PreK 3 facility.

Because families in Galveston are accustomed to having choice, the discussions with district leadership evolved to creating another choice option for parents by opening Moody Early Childhood Center to provide parents with a public school option. Students could begin their public school experience as early as the age of six weeks and continue through PreK 3 in one setting. Parents would have the opportunity to have another option other than private daycare. Resources through a private foundation and through Galveston ISD would be available to redesign the school and ultimately create higher performing campuses system-wide.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increased opportunity for students to enter Kindergarten ready	GISD will formalize a system for sharing and aligning the district's high quality preK curriculum and kindergarten readiness instruction with MECC
2.	Increased opportunity for teachers to be grounded in researched based instructional strategies and curriculum	Grant will allow for teachers to receive quality professional learning with experts in the field of early childhood
3.	Increased opportunity for teachers to plan horizontally and vertically	In cooperation with MECC, GISD will formalize a system to identify, share and leverage resources. Teachers will work together to share educational and instructional resources, high quality curricula, PreK pedagogical strategies, monitoring tools, etc.
4.	Increased opportunity to strengthen teaching staff. Currently, there is a lack of high quality teachers who are certified in early childhood and a lack of leveraged and shared resources between Galveston ISD and early child care providers including professional development, implementation of TEA approved PreK compliance, and student progress monitoring tools like CLASS (Classroom Assessment Scoring System) to effectively inform instructional coaching for PreK teachers.	Galveston ISD could use grant funds to assist teachers in receiving their Child Development Associate (CDA) certification to learn best practices for teaching in early childhood. Galveston ISD could also formalize a system to identify, share, and leverage resources with MECC such as pedagogical strategies as well as provide technical support and guidance in the effective utilization of PreK compliance. Galveston ISD Teachers could also guide and train MECC Teachers in the effective implementation and use of CLASS as a tool to inform instructional coaching.
5.	Increased opportunity to implement proven research. 85 percent of critical human brain development occurs in a child's first three years (Educational First Steps)	MECC currently teaches children from infants to four years old, and the possibility scaling MECCC would expand the educational opportunities of countless more Galveston ISD residents starting at birth.

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Schedule #14—Management Plan

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	School Leader	Degreed or certified in Early Childhood Education Experience as a leader of Early Childhood Center or Early Childhood Initiatives
2.	External Evaluator	Contracted provider with proven track record for evaluating the effectiveness of the grant implementations
3.	Contracted Consultants	Consultants through renown Early Childhood Professional Learning Providers Consultants who are knowledgeable about successful IMO Partnerships/ In-district Charters
4.		
5.		
6.		

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Implement IMO Plan	1. Develop goals with checkpoints for Year 1	07/10/2018	09/14/2018
		2. Build in Continuous Improvement Model for review	07/10/2018	09/14/2018
		3. Build Communication Plan	07/20/2018	08/20/2018
		4. Build Sustainability Plan within Implementation Plan	07/20/2018	09/14/2018
		5. Review Financial Viability	07/20/2018	07/20/2019
2.	Improve student academic progress	1. Develop an instructionally focused calendar	07/10/2018	08/01/2018
		2. Design & deliver developmentally appropriate lessons	08/27/2018	06/01/2020
		3. Implement Balanced Literacy	08/27/2018	06/01/2020
		4. Implement research based mathematics program	08/27/2018	06/01/2020
		5. Expand PLCs to insure vertical alignment	08/15/2018	06/01/2020
3.	Improve culture and climate	1. Set culture of high expectations	08/15/2018	06/01/2020
		2. Implement student & staff reward system	08/15/2018	06/01/2020
		3. Implement Positive Behavior Intervention Supports	08/15/2018	06/01/2020
		4. Engage parents/community as part of the team	08/15/2018	06/01/2020
		5.		
4.	Improve instructional services	1. Initiate teacher talent development through mentoring	09/10/2018	06/01/2020
		2. Incorporate job-embedded professional learning	09/10/2018	06/01/2020
		3. Create Academic Supports for Students	09/10/2018	06/01/2020
		4. Conduct frequent walkthroughs observations	09/10/2018	06/01/2020
		5. Engage experts in field	10/15/2018	06/01/2020
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
6.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
7.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
7.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Galveston ISD uses Plan4Learning to develop Campus Improvement Plans and the District's Improvement Plan. In addition, the Board establishes Student Outcome Goals and Goal Progress Measures that are published on the District's webpage. The Board is updated on Student Outcome Goals and the Goal Progress Measures at every board meeting as part of the Superintendent's Report. The Board Meetings are televised so the community has access to the information if they are watching. The information is also posted on the District's webpage. The Board is also divided into three sub-committees that meet on a regular basis. The committees are Finance, Policy and Curriculum. The Curriculum Committee meets six times a year at which time the Board gains insight into the status of district programs and progress that those programs have made in achieving their goals. District principals also present to the Board about their goals and the progress they have made toward achieving those goals.

The Superintendent holds monthly Administrator Meetings. One hour of the time is dedicated to discussing an area of focus that is related to the district's strategic plan and the progress that has been made toward the achievement of the goal. The team also takes the opportunity to problem solve so that adjustments can be made. The Superintendent also holds Accountability Meetings with the Principals. Galveston ISD leaders work collaboratively and keep the communication lines open.

The Superintendent attends faculty meetings to share information with teachers and other staff members. The District has a Family and Community Engagement Specialist who works to keep families informed and involved in the schools. Students, teachers, community members get to voice their opinions via surveys or their participation on school and/or district committees.

The District has produced a School Performance Framework so that everyone has an understanding of the progress that is being made in Galveston Schools and so that the district can make more informed decisions about supporting schools based on the framework. Galveston ISD believes in transparency and is data-driven. The Board and the Galveston ISD Administrative Team believe "Student outcomes don't change until adult behaviors change." In order for students to be successful, all of the adults must play an integral part in the continuous improvement process.

Galveston ISD is committed to utilizing performance feedback for continuous improvement and will work with MECC to implement processes and procedures that incorporate all essential control functions, oversight, and elements to ensure efficient and effective partnership implementation. To ensure continuous improvement attainment of goals, objectives, and program compliance, the following areas will be monitored internally: planning and implementation activities of partnership between Galveston ISD and MECC; professional development activities and performance evaluation; planning and/or implementation of high quality Pre K curriculum and progress monitoring, including allocation and expenses of budget in comparison towards progress of proposed objectives for assessing cost efficiencies. Internal monitoring activities will be shared as required by TEA.

In the event issues or barriers are identified that hinder program success or compliance, this information will be shared between Galveston ISD staff and MECC staff including the Project Coordinator, Director of Early Childhood, Assistant Superintendent for Curriculum and Instruction, School Leader of MECC, Teacher Mentors and an action plan will be developed immediately to address issues. Changes will be documented and communicated to all stakeholders through emails, memos, and/or announcements at staff meetings, PTA meetings, and school events.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sustainability has to be built in as part of the implementation process. In order to ensure the transformation is sustained, the staff has to be engaged in some facet of the planning process. Teachers and staff work together on problems of practice related to the transformation so that they are contributing to improving the outcomes. In addition, teachers work together as learners to ensure effective teaching. Professional learning is critical to sustaining the project. The instructional team which includes administration, support staff and teachers will enhance their skills and knowledge of research based practices so that our young learners are benefactors of developmentally appropriate excellent instruction. Teachers will meet as learning teams and will refine their craft so that their learners thrive. The continuous improvement cycle (Plan – Do – Study – Act) will be a part of the weekly PLCs. *Frog Street* will be one of the professional sources that will be an integral part of helping with sustaining the grant.

Leadership is another critical factor for sustainability. The campus leadership team champions commitment for the mission and vision. The campus leadership team is responsible for being good stewards of the grant funds and ensuring that every dollar spent is an investment that lasts beyond the grant's funding cycle. The leadership team is also responsible for creating systems and a culture that support the changes so that everyone understands and meets the established expectations.

Once the grant ends, it will be important for each of the teams/staff to continue to meet and work as they have during the grant period. It will also be critical that the leadership team continue to take the lead roles in sustaining the reforms that have been made, analyzing the data to see that the transformation is indeed yielding Kindergarten ready students.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Annual surveys and interviews with teachers and families along with quarterly observations	1.	Students progressing toward appropriate developmental academic targets
		2.	Students progressing toward appropriate developmental social targets
		3.	
2.	Term-to-term comparisons at the student level and annual tracking of school level	1.	Sustained attendance meeting or exceeding previous year's
		2.	Increased enrollment of tuition based participants for age 3
		3.	
3.	Term-to-term analysis of growth in basic skills and student-level sub-pop analyses	1.	Students progressing toward appropriate developmental academic targets
		2.	Students progressing toward appropriate developmental social targets
		3.	
4.	Annual tracking at the school level	1.	Improved student progress from one year to the next
		2.	Improved teacher progress from one year to the next
		3.	Improved parent/family participation in learning activities one year to next
5.		1.	
		2.	
		3.	
6.		1.	
		2.	
		3.	
7.		1.	
		2.	
		3.	
8.		1.	
		2.	
		3.	
9.		1.	
		2.	
		3.	
10.		1.	
		2.	
		3.	

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Schedule #15—Project Evaluation

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Moody Early Childhood Center (MECC) will choose an external evaluator. When the project is approved by the MECC Board, the external evaluator works directly with the school leader to prepare a detailed evaluation plan and formal request for data access that specifies the data elements and negotiate the dates, procedures, and formats in which the data will be provided. To extent plausible, the evaluation is designed to use only those data that are collected as routine aspect of implementing the project so that the evaluation does not impose additional burden on school administrators, teachers, students, families, or project partners.

The evaluation design will be aligned to (1) the School Transformation Model, (2) the Implementation Plan, and (3) the Operational Flexibility Plan. It is expected that the data elements to evaluate student-level outcomes will include the appropriate early childhood readiness standards with fall and spring local data (e.g. math and English language skills). The evaluation plan will include work with the school leader to establish criterion references and rubrics to assist interpretation of growth modeling and between groups analyses of these data. The evaluation plan also will include work with the school leader to establish rubrics to assist with interpretation of data representing critical success factors and milestones as specified in the transformation model and implementation plan.

Given the history of the school and the local community, it is expected that critical success factors will include family engagement and involvement, teacher voice and leadership, community acceptance and support of the transformation partner, and teachers' and administrators' use of evidence-based approaches and procedures. Milestones for which data will need to be available as input to the evaluation likely will include the provision of professional development and supervision with monitoring and feedback as well as increased community trust. MECC and its contracted evaluator agree to comply with TEA evaluation and reporting requirements.

A variety of methods will be used to gather both qualitative and quantitative data for the formative and summative evaluation. Data will be collected through:

- records of contractual partnerships with MECC
- records and logs of collaborative professional development, in-person training, technical assistance provided, mentoring/coaching sessions, and number of participants served
- classroom teacher observation rubric
- professional development rating survey
- pre and post self reporting teacher and staff surveys to determine teacher competency and frequency use of model lessons
- parent and staff surveys to determine pre and post utilization of curriculum and strategies developed
- use of TEA approved PreK monitoring and compliance tool
- student enrollment and attendance records
- cost efficiencies to determine cost related to outcomes
- student achievement and kindergarten readiness results for PreK students

To assess ongoing progress toward performance indicators, the external evaluator will evaluate data weekly, monthly, and/or quarterly and provide progress reports. A comprehensive summary of year end progress of qualitative and quantitative data on performance indicators will be conducted. At the close of the project, a comprehensive review and analysis of each performance indicator will be completed. Galveston ISD will comply with all reporting and evaluation requirements established by the TEA. If program issues are identified or progress towards performance measures are not being met, a formal improvement plan will be implemented using educator and provider feedback and recommendations including evaluation data to immediately correct deficiencies.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Moody Early Childhood Center serves Coastal Village Elementary School which is a priority campus. Galveston ISD is a School Choice District. Parents have the option of selecting the school of their choice and the students may attend provided space is available at the selected campus. Since Coastal Village Elementary School is one of the choice options, the district with the support of Moody Early Childhood Center is making sure that the youngest among our students leave school prepared to be successful in Kindergarten.

The District and the campus leadership teams will conduct a data analysis to assess student performance, identify the root causes that led to the Improvement Required Rating for Coastal Village Elementary and determine the interventions and services that need to be in place to avoid earlier pitfalls. Both leadership teams will develop an internal and external communication strategy so that all stakeholders are informed and have the opportunity to have their voices heard.

The District will expect the campus leadership team at Moody Early Childhood Center will develop an improvement plan that addresses the root causes and findings from the district's data analysis of PreK 3 and PreK 4 performance as part of its Charter agreement. Action steps will be put in place to ensure increased student growth.

The District will develop a district tracking system so that the progress of the students moving from MECC to Coastal Village Elementary as well as the other elementary campuses can be monitored at every campus annually.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the district will monitor school improvement plans upon submission and implementation and how the applicant will implement additional action following unsuccessful implementation of such plan after a number of years determined by the district. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Galveston ISD uses Plan4Learning which is a web-based tool provided by 806 Technologies that allows campuses to develop improvement plans and provides the district with a systematic way to monitor school improvement plans. Plan4Learning has built in check lists that assist campuses in meeting federal and state requirements. Within in the system is a series of questions which assists the user in the development of a comprehensive needs assessment. The system provides quarterly opportunities to reflect on the work that is being done and to record the status of that work. The web-based tool allows for multi-year tracking so that the users and the monitor can watch trends over time. In addition, the campus and the District can track Title 1, Part A funds, local funds, and State Compensatory fund expenditures. The funds can be linked to the goals and objectives of the plan

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district vets external partners a number of ways. Depending on the scope of the project, the district will submit a Request for Proposal which details the scope of the work and the specific characteristics the district is seeking. The District adheres to the RFP process and makes a determination whether to award or not award to the partner.

The district has also contacted the service center, other districts who have done similar work and TEA for the names of individuals who have done work in the area that is needed. We contact individuals and other school districts who are familiar with the work of the external partner and ask a series of questions to determine if the external partner is a good fit for our district.

We use a matrix to screen the interested partners and then we invite them for an onsite interview/presentation before a team who will make the final decision.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The School Transformation Fund --Implementation will supplement the services that currently exist for Moody Early Childhood Center. The funds will not supplant any state requirements or activities that previously received state or local funds. None of the funds for the School Transformation Fund will be used to supplant any existing program or service. Grant funds will only be used 1) to expand educational options for the targeted students and 2) to coordinate currently available services for the benefit of the students, either as in-kind contribution or to deliver services in new ways or to new recipients. The District at the request of Moody Early Childhood Center will work with the school to ensure the coordination of Title Funds, IDEA, local education dollars are used effectively and appropriately.

To assure that funds are used appropriately to supplement, and not supplant existing services, the fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The fiscal agent will maintain control over and accountability for all funds, meet federal financial management standards and provide for accurate, current, and complete disclosure of the financial results of each grant period, identifying the funding source and application (use) of funds. The disclosure(s) will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays/expenditures, income, and interest earned. Records will be maintained on all expenditures by budget function, class-object code, and year of entitlement (appropriation), in accordance with the provisions of the Financial Accountability System Resource Guide.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District Leadership team meets weekly to assess the needs of the district and the adjustments that need to be made to accommodate those needs. The Leadership team is updating its Regulations manual so that all staff are cognizant of the district's practices as related to policy.

The team considers what is best for the general good of the district. Discussion is continued in the District Administrators' Meeting which consists of representatives from all departments within the district to get more input. Depending on the practice/policy, the District Education Committee, which is comprised of parents, teachers and other representatives from campuses give their input.

During the 2018-2019 year, Galveston ISD will implement the use of a School Performance Framework to assess the performance of all schools within the district. This will include Moody Early Childhood Center as well. The Framework looks at student achievement, student growth, educator effectiveness, climate and culture; and community and family engagement. This will be used as a tool to help all schools improve and as a tool to inform our community about our schools.

Policy revisions are sent TASB Policy Service. The Board reviews the local policies and takes action. The Galveston ISD Board adopted EL (LOCAL) SB 1882 on March 28, 2018.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 084902

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MECC will incorporate the *Texas PreKindergarten Guidelines* as part of the implementation of the IMO. The Texas Prekindergarten Guidelines synthesize current knowledge of theory and scientific research about how children develop and learn. The guidelines provide insights as to the current thinking of early childhood professional leaders that "a greater emphasis be placed on young children's conceptual learning, acquisition of basic skills, and participation in meaningful, relevant learning experiences". (p. 1) The guidelines outline the behaviors and skills that children are to demonstrate and achieve, as well as instructional strategies for teachers to implement. The guidelines provide "information on responsive teaching practices, the physical arrangement of a prekindergarten classroom, professional development as the key to high-quality prekindergarten programs, the involvement of families for better school readiness of children, strategies for bilingual instruction, considerations for children with special needs and disabilities, and methods of monitoring children's progress." (p.1)

In addition to the Texas Prekindergarten Guidelines, MECC will incorporate best practices from the National Institute for Early Education Research (NIEER). The Institute provides research articles addressing a plethora of topics such as preparing teachers for the PreK classroom, assistive technology and emergent literacy for preschoolers, challenging behaviors, screening and assessment instruments, effective early childhood programs. The research will provide the MECC staff to dig deeper while in PLCs and broaden their knowledge around best practices regarding early learners.

The state of Texas offers many aids to help promote/recruit for the PreKindergarten program: www.prekindergartenprepares.com, www.littletexans.org, letter of notification sent home with students, identification systems in place at times of registration of older siblings, newspaper articles, notices in public places, radio announcements, display on school marquees, and community newsletters. These resources may be used to help recruit for the PK3program.

MECC will also incorporate the use **CLI Engage** for teachers. CLI Engage provides teachers with activities and materials that are researched based. Video exemplars are available for viewing so that early childhood educators have visual models of best practice. Teachers will have access to online professional learning through eCircle Professional Development.

MECC is committed to ensuring that it maintains high standards for learning for all who work with the children and that the Center adheres to research based best practices. These will be critical elements within the IMO Partnership plan.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 084902

Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Implementation☐ P2 Partnership☒ IMO Partnership**New School Implementation**☐ Reset☐ Fresh-Start**Transformation Implementation**☐ Talent Transformation Model☐ Redesign**For TEA Use Only**

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 084902

Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coastal Village Elementary School has struggled with academic performance which might infer that the school's third graders may not have been grounded as young learners. Ninety percent of Coastal Village students qualify for free/reduced lunch. Seventy-five percent are minority. To ensure that students have the best education start, Moody Early Childhood Center (MECC) accepts infants as early as six weeks of age who can continue through PreK 3. Because of the early start, students who transition into Coastal Village Elementary at PreK 4 will be more than adequately prepared to be successful as Kindergartners. Through this **Innovative Management Organization Partnership (IMO)**, Galveston ISD and the private sector through Moody Early Childhood Center have developed an educational opportunity for PreK students unique to the Galveston Community.

Moody Early Childhood Center PreK 3 classrooms will not exceed 18 children. The PreK3 learning environment at MECC is designed to develop children using age-appropriate experiences and exercises. Because each child has his or her own individual needs, expectations may vary; each child is challenged but not hurried. Ideally, the child will meet an identified baseline of goals that will prepare him or her to enter kindergarten. MECC will use the Frog Street Curriculum for every age group. The curriculum and developmental goals are correlated to the Infant, Toddler, and Three-Year Old Early Learning Guidelines that are aligned to the PK4 Guidelines. Frog Street offers activities developed in accordance with early brain development research that incorporates activities that includes all developmental domains.

MECC is committed to maintain an infant and toddler enrollment that closely reflects the socio-economic demographics of the school district. At least 60% of the under three-year olds are and will continue to receive scholarships and/or federal childcare subsidies to ensure that lower income Galveston families can access high quality early education for their children. Additionally, MECC has reached an agreement with Galveston County Community Action Council to become a delegate agency in an Early Head Start application when the next funding cycle opens.

MECC is further committed to graduating its toddlers in to the PreK3 program including its full tuition students and to recruiting additional full tuition students to better integrate the socio-economic demographics of PreK 3. Research documents that students benefit academically and socially from attending school with a robust mixture of peers.

As soon as approval is given, MECC will actively recruit and interview for needed positions for PreK 3. MECC is proposing an academic/enrichment classroom set up. The student's day will be divided into two half day sessions. Classroom teachers will be set as partners, where students travel between two teachers to receive their daily instruction. One four hour session will be academic in design where the student works with a degreed certified teacher who provides targeted academic lessons and classroom center-based instruction. Seven teachers will be hired for these positions. The other four hour session is enrichment where a "teacher" with a CDA or higher degree provides enrichment activities such as literacy, STEAM, and motor skills. Four positions will be filled to accommodate the enrichment experiences.

The School Leader is knowledgeable about The TEA Office of Early Childhood Education and will not hesitate to get additional guidance regarding the implementation of high quality PreK programs. Every 90 days, the School Leader and the teachers at MECC will examine the progress of the IMO implementation and adjust accordingly. The team will monitor the progress of the students and communicate with parents weekly.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 084902

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant LEA cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Galveston ISD is a full choice district comprised of an early childhood center, four elementary magnet schools, one traditional elementary, three middle school magnets and a comprehensive high school that is divided into four small theme-based learning communities, a non-traditional high school for dropout recovery and academic acceleration.

No school zones exist within the district. Families may choose to attend any school within the district provided that there is available space at the school. Each school has a theme-based program to help draw students to the school. The district also provides transportation to any one needing transportation to the school of choice.

Galveston ISD believes every student should have a quality educational experience. In order to make sure that happens, the district has to identify how well schools are performing and provide the appropriate support for schools to be successful. The district also believes that it must put the systems in place for schools to be successful. The grant aligns to accelerate the broader strategy of ensuring that every student attends a great school. By authorizing an **Innovative Management Organization (IMO) Partnership**, the district is demonstrating its commitment to quality educational experiences for the students the IMO will serve.

Galveston ISD Theory of Action

System of Great Schools: If the district devolves autonomy from the central administration to campuses; and if the district empowers parents to make choices; and if the district creates performance contracts with campuses; and if the district annually evaluates performance of and demand for high performing campuses; and if the district makes strategic decisions regarding growing access to high performing schools and addressing low performers; then campuses will be able to accomplish the Board's student outcome goals while operating within the Board's other constraints.

Lone Star Governance Manual, p.31

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County-district number or vendor ID: 084902

Amendment # (for amendments only):

TEA Program Requirement 3: Explain how high-level district and community stakeholders were educated about the selected school transformation strategy, including a description of stakeholders engaged in and supporting the school transformation strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Galveston ISD Superintendent and Assistant Superintendent for Curriculum and Instruction attended a meeting with TEA while attending the Mid-Winter Conference. The two learned of redesign options through SB 1882 that could enhance the work that the District is currently doing with a public-private early learning partnership. Upon returning from the Conference the Superintendent began more research around becoming a charter authorizer. She shared what she was learning with the Cabinet and with the School Board. Because the District was already in a relationship with Moody Early Childhood Center, she shared the information with the president of the MECC Board of Directors. The MECC Board president opened up a discussion with the MECC Board and the interest began to grow.

The Galveston ISD Board set a Student Outcome Goal that states "all third grade students will read on or above grade level by the end of third grade." In order to accomplish that goal, the Curriculum and Instruction Department communicated that the District's efforts needed to be in early literacy beginning with PreK. This goal fit nicely with the vision of a group of community members who worked with early childhood advocates to focus on quality programming for young learners. Two members from the Galveston Early Childhood Collaborative and three members from the Galveston Sustainable Alliance approached Galveston ISD about starting an early childhood center taking children at birth and creating a partnership that will ensure Kindergarten ready students, thus Moody Early Childhood Center was created. The Galveston community believes the way to eliminate gaps is to provide rich experiences in early childhood so that there are no gaps.

Galveston ISD and Moody Early Childhood Center are behind the IMO wholeheartedly. The GISD Superintendent along with the MECC and GISD school leaders met with the current staff and explained the process that was occurring to expand the learning experiences for the students.

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Amendment # (for amendments only):

TEA Program Requirement 4: Describe how the selected school transformation strategy would be managed or supported, including which offices and LEA and/or district positions will oversee the effort and why they are particularly qualified for such a task. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Galveston ISD's Board of Trustees serve as the authorizing agent of the Innovative Management Operational (IMO) Partnership, setting outcomes and timelines for production of those outcomes, and contacting with MECC's Board of Directors to produce those outcomes for PreK 3. MECC's board is the governing authority, setting policy, adopting budgets, assuring that the resources are available for the operation of the school. MECC's advisory committees are composed of community volunteers and early childhood professionals who provide advice and support to both the MECC Board and its School Leader. The School Leader is hired by the MECC Board of Directors. The School Leader is responsible for hiring, managing evaluating, and if necessary, removing staff. MECC operates with numerous community partners including the already established partnership between Galveston ISD and Head Start which MECC intends to keep in place. Galveston ISD will support the implementation of the IMO through the Superintendent and the Assistant Superintendent for Curriculum and Instruction. The two Galveston ISD leaders will ensure that Galveston ISD is upholding the agreed upon expectations and providing MECC the autonomy to do the work to meet the student outcomes. Both leaders have experience working with school redesign, school choice options, and in-district charters.

MECC will also engage community partners such as Diaper Bank, Ball High School students who are aspiring teachers, the OT, PT, Pediatric Psychiatry departments at UTMB to provide services to the students and their families. During the 2018-2019 school year, MECC expects to include SMART Family Literacy, Lutheran Music Academy and the Galveston Children's Museum as partners.

MECC believes it is important to communicate to all stakeholders. The School Leader will keep the MECC Board, GISD district leaders and the GISD Board apprised of the progress that is made on the performance measures. GISD will use its School Performance Framework to communicate to the public MECC's outcomes.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

No Barriers

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Barrier: Gender-Specific Bias

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A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 084902

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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May 25, 2018

Mike Morath, Commissioner
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

This letter is to express support for Galveston ISD's Transformation Fund Innovative Management Organization (IMO) Partnership Implementation Grant proposal. We are excited to develop a partnership with Moody Early Childhood Center to implement an 1882 PreK Charter in the 2018-2019 school year. The Transformation Fund will ensure that we are able to establish a comprehensive program that will strengthen school readiness for the earliest learners within our community.

An IMO Pre-K Partnership is consistent with our district's strategic efforts to engage our community partnerships and create the opportunity for targeted autonomy with accountability which ultimately will improve outcomes for our students.

Please do not hesitate to email me at kellimoulton@gisd.org or call 409-766-5121 if I can provide additional information or support for the IMO Partnership Implementation Grant proposal.

Sincerely,

A handwritten signature in black ink that reads 'Kelli Moulton'.

Kelli Moulton, Superintendent
Galveston Independent School District

Dr. Kelli Moulton
Superintendent of Schools
3409 Avenue T
Galveston, TX 77550
(409)766-5121